

## **IC 20-35-9**

### **Chapter 9. Reading and Writing Instruction for Blind Students**

#### **IC 20-35-9-1**

##### **"Blind student"**

Sec. 1. As used in this chapter, "blind student" has the meaning established under rules adopted under IC 4-22-2 by the state board for an individual:

(1) who:

(A) cannot successfully use vision as a primary and efficient method for learning; and

(B) exhibits such a low degree or amount of visual acuity or visual field that vision is not considered as a primary mode of learning; or

(2) who has a medically indicated prognosis of visual deterioration.

*As added by P.L.1-2005, SEC.19.*

#### **IC 20-35-9-2**

##### **"Braille"**

Sec. 2. As used in this chapter, "braille" means a tactually perceived system of reading and writing known as Standard English braille.

*As added by P.L.1-2005, SEC.19.*

#### **IC 20-35-9-3**

##### **"Case conference committee"**

Sec. 3. As used in this chapter, "case conference committee" means the group of individuals described in IC 20-18-2-9 who develop the individualized education program for each child with a disability (as defined in IC 20-35-1-2).

*As added by P.L.1-2005, SEC.19.*

#### **IC 20-35-9-4**

##### **"Individualized education program"**

Sec. 4. As used in this chapter, "individualized education program" has the meaning set forth in IC 20-18-2-9.

*As added by P.L.1-2005, SEC.19.*

#### **IC 20-35-9-5**

##### **Braille; presumption regarding student proficiency and use in instruction**

Sec. 5. (a) In developing the individualized education program for a blind student, the presumption is that, with some exceptions, proficiency in braille reading and writing is essential for blind students to achieve satisfactory educational progress.

(b) This chapter does not require braille use or instruction if, in the course of developing a blind student's individualized education program, the student's case conference committee determines that another medium:

(1) is more appropriate and efficient in meeting the student's reading and writing needs; and

(2) allows the student to achieve in instructional activities commensurate with the student's potential.

(c) This chapter does not require the exclusive use of braille and the availability of other media may not preclude braille instruction if, in the determination of a blind student's case conference committee, braille is necessary for the student to achieve to the student's potential.

*As added by P.L.1-2005, SEC.19.*

#### **IC 20-35-9-6**

##### **Literacy assessment of students**

Sec. 6. (a) Each blind student shall undergo a literacy assessment under rules adopted under IC 4-22-2 by the state board to determine the student's present level of performance in reading and writing.

(b) The literacy assessment required by subsection (a) shall be administered by a certified teacher of the visually handicapped using criteria established by the state board.

*As added by P.L.1-2005, SEC.19.*

#### **IC 20-35-9-7**

##### **Providing braille instruction**

Sec. 7. If it is determined that braille instruction and use is appropriate for a blind student, the student shall be provided instruction by certified teachers of the visually handicapped in the frequency and intensity specified in the student's individualized education program.

*As added by P.L.1-2005, SEC.19.*

#### **IC 20-35-9-8**

##### **Case conference; information regarding media options**

Sec. 8. As a part of the case conference committee deliberations for a blind student, the case conference committee shall make available to the student and the student's parents information regarding all the potential reading and writing media options, including the availability of braille.

*As added by P.L.1-2005, SEC.19.*

#### **IC 20-35-9-9**

##### **Rule adoption**

Sec. 9. The state board shall adopt rules under IC 4-22-2 to implement this chapter.

*As added by P.L.1-2005, SEC.19.*